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# RE PROMOTION TESTS, GRADES V, VI AND VII, 1926.

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By direction of the Minister of Education, these tests have been prepared in order to establish a uniform standard of grading in rural schools.

The answer papers of the students in these grades shall be valued by the teacher in charge of the school. The results obtained may be considered as a basis to assist the teacher in determining promotions.

Teachers will, however, be expected to use their own judgment in the matter of promotions, passing the tests not being considered essential. Teachers will *not* be required to submit to the Department any report of results obtained or lists of students promoted.

Teachers who use these promotion tests should conduct them immediately prior to the closing of the school for the summer holiday. No time table is being provided and no time limit is being placed on the papers. One and one-half hours is suggested for each paper, exclusive of those on Spelling, but teachers will be expected to use their own judgment in the matter of the time allowed and the order in which the tests are written. One hundred should be considered the maximum mark obtainable on each test.

GRADE V.

## LITERATURE.

N.B.—The teacher will explain to the class the meaning of the options: only one part of each question to be attempted.

**1.** *How Robinson Crusoe Made Bread.*

(*a*) Describe his farming operations.
(*b*) How did he first try to make pots?
(*c*) Tell how he finally succeeded.
(*d*) How did he bake bread?

OR

*An Adjudged Case.*

(*a*) Who were quarrelling in this poem and about what?
(*b*) Who was the Lawyer and what did he say?
(*c*) Who was the Judge and how did he decide the case?

**2.** *The Saw Mill.*

(*a*) Describe the log pond. To what does the writer liken the logs as they float there?
(*b*) How are they sent up to the saw?
(*c*) Explain how the "nigger" does its work.
(*d*) Explain, "and the bright saws humming in anticipation or shrieking like demons as they bit."

OR

*Leif Ericsson.*

(*a*) Tell how Ulf sailed away.
(*b*) What happened when he met Leif?
(*c*) What did Leif persuade Ulf to do?
(*d*) Tell about their visit to the "New Land."

**3.** *Moses at the Fair.*

(*a*) Why was he sent?
(*b*) Describe his appearance as he rode away.
(*c*) Tell about his home-coming.
(*d*) How was he cheated?

OR

*The Loss of the Birkenhead.*

(*a*) Who were the passengers on the ship and where were they going?
(*b*) What happened to the ship?

(*c*) What did the men do?
(*d*) What lesson do you learn from the poem?

**4.** *The Treasure House of Mammon.*

(*a*) Tell how Sir Guyon found Mammon and where Mammon led him.
(*b*) What is Mammon meant to represent?
(*c*) What were the three offers Mammon made to Sir Guyon?
(*d*) What good points do you like about Sir Guyon and what do you learn from the story?

OR

*Laura Secord.*

(*a*) Tell what you know about the war that was going on.
(*b*) Explain as fully as you can the following:

"She had heard the host preparing,
And at once with dauntless daring,
Hurried off to give the warning of the fast-advancing foe."

(*c*) What did the Canadian soldiers do when they heard the news?

**5.** MEMORY WORK.

The teacher will direct the class to write *sixteen* lines of poetry that have been memorized. At least *two* different selections should be indicated.

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## GRADE VI.

## LITERATURE.

N.B.—The teacher will explain the meaning of the options to the class: only one part of each question to be attempted.

**1.** *Doubting Castle and the Giant Despair.*

(*a*) Who were the two that fell into the Giant's power?
(*b*) Tell how he ill-treated them.
(*c*) What did he try to make them do?
(*d*) What was the result of their all-night prayers?

OR

*Dickens in Camp.*

(*a*) Tell what you know about Charles Dickens.
(*b*) What story is referred to in the poem?
(*c*) Who is the heroine of it?
(*d*) What is going on in the camp?
(*e*) Explain the effect that the young man's action had on the miners.

**2.** *O Captain! My Captain!*

(*a*) Who is the captain referred to?

(*b*) Tell what you know about his early life.

(*c*) What is meant by the "fearful trip"?

(*d*) Tell how he died.

OR

*In the Hall of Cedric the Saxon.*

Describe the dining hall of a Saxon noble by reference to the following: (1) six and shape; (2) the roof; (3) the fire-places; (4) the dais; (5) the furniture.

**3.** *Lochinvar.*

(*a*) Tell how Lochinvar journeyed to Netherby.

(*b*) What was going on there?

(*c*) Tell how he tricked the father.

(*d*) Who wrote the poem? Mention another by the same author.

OR

*On Making Camp.*

Describe making camp by writing a paragraph about each of the following: (1) picking the site; (2) setting up the tent; (3) the bed; (4) the fire-place; (5) supper.

**4.** *Marmion and Douglas.*

(*a*) Where is the scene of the story?

(*b*) Why did Douglas receive Marmion when he disliked him so much?

(*c*) Explain—

"He who does England's message here,
Although the meanest of her state,
May well, proud Angus, be thy mate."

(*d*) Describe Marmion's escape.

OR

*How They Brought the Good News.*

(*a*) Describe the riders' departure

(*b*) How does the writer describe the passing of night?

(*c*) Tell about two things that happened during the ride.

(*d*) Of what does the rhythm or beat of the lines remind you?

**5.** *Hunting With a Camera.*

Give an account of any *three* of the following: (1) Breakfast with a Canada jay; (2) Floating down stream; (3) My first sight of the herd; (4) Snapping a caribou bull.

OR

*The Heroes of the Long Sault.*

(*a*) What was happening in Canada at this time?

(*b*) Tell about Daulac's allies.
(*c*) Describe briefly the fight.
(*d*) What was the effect of their heroism?

**6.** MEMORY WORK.

The teacher will direct the class to write *twenty* lines of poetry that have been memorized. At least *two* different selections should be indicated.

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## GRADE VII.

## LITERATURE.

N.B.—Each of the first five questions is in two parts, one from Grade VII work, one from Grade VIII. Teachers should use only the questions pertaining to the work studied. In the last question the first eight parts are on Grade VII work, the second eight on Grade VIII work.

**1.** *All Else in the World.*

What did Charles Lounsberry leave in his will to each of the following: (1) good fathers and mothers; (2) children; (3) boys; (4) young men; (5) old people.

OR

*The Mounted Police.*

(*a*) What is the Crimson Manual?
(*b*) What three things does it demand?
(*c*) What are the duties of the Scarlet Rider?
(*d*) Explain, "Props behind the throne" and "The Great White Chief hath said, 'In all my lands be peace.'"

**2.** *For the Love of a Man.*

(*a*) Who was the hero?
(*b*) What led to the wager?
(*c*) Give an account of how the wager was won.
(*d*) How did his master thank him?

OR

*Rip Van Winkle.*

(*a*) Describe the character of Rip's wife.
(*b*) Tell about Rip's adventure with the strange men.
(*c*) Explain the change that had been made in the sign over the inn door.
(*d*) Tell how Rip got out of his difficulties when he came back to the village.

**3.** *New England Weather.*

(*a*) Who wrote this? Mention another story by the same author.

(*b*) What did the weather collector find in New England?

(*c*) Who is meant by "Old Probabilities" and what would he say about the forecast for New England?

(*d*) Describe the feature that "compensates for all its bullying vagaries."

OR

*The Ancient Mariner.*

(*a*) Tell the part played by the albatross in the story.

(*b*) Tell how the crew died.

(*c*) How did the Ancient Mariner get relief from his suffering?

(*d*) What suffering is he still undergoing when he is telling the story?

**4.** *Napoleon and the British Sailor.*

(*a*) What had happened to the British Sailor?

(*b*) Describe his boat.

(*c*) Describe the meeting between Napoleon and the Sailor.

(*d*) What do we learn of Napoleon's character from the poem?

OR

*The Brook.*

(*a*) Why did Lawrence allow Old Philip to show him the farm?

(*b*) Tell some of the things that the old man talked about.

(*c*) Describe the course of the Brook from "the haunts of coot and hern" to "the brimming river."

(*d*) Why do these lines occur twice in the poem:

"..... hair
In gloss and hue the chestnut, when the shell
Divides threefold to show the fruit within."

**5.** *The Great Snowball Fight.*

(*a*) Tell what you know about the place where the fight took place.

(*b*) Describe the building of the fort.

(*c*) What got Napoleon into trouble?

(*d*) Explain how he got out of it.

OR

*The Birds of Killingworth.*

(*a*) Sketch the characters of any *two* of those who attended the town meeting.

(*b*) Outline the arguments used by the Preceptor.

(*c*) What punishment did the district suffer and how was the wrong undone?

(*d*) Write a note about "Fair Almira."

**6.** MEMORY WORK.

The teacher will require the class to write *twenty-four* lines of the poetry memorized during the year. *Three* distinct selections should be indicated.

**7.** Name the selections from which any *five* of the following are taken and explain the connection of each with the rest of the selection:

(1) "Where justice rules from shore to shore,
From Lakes to Northern Lights."

(2) "God be praised!—the march of Havelock!
The piping of the clans."

(3) "When I think of my own native land,
In a moment I seem to be there."

(4) "The cherry-trees are seas of bloom and soft perfume and sweet perfume,
The cherry-trees are seas of bloom (and oh, so near to London)."

(5) "And in the evening lamps would shine,
Yellow as honey, red as wine,
While harp, and flute, and mandoline
Made music sweet and gay."

(6) "He, that shall live this day and see old age,
Will yearly on the vigil feast his neighbours,
And say 'Tomorrow is Saint Crispian'."

(7) "Bid the master and the mate heave the lead and lay her straight
For the prize lying yonder by the guns."

(8) "The honest man, tho' e'er sae poor,
Is king o' men for a' that."

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(9) "I composed my countenance in the best manner I could, and replied, 'that much might be said on both sides'."

(10) "And the old man....got the family around him, and, taking the old Bible from the table, called them to their knees....while he closed the record of that simple day by calling God's benediction on that family and on that home."

(11) "But in a minute she 'gan stir,
With a short uneasy motion—
Backwards and forwards half her length
With a short uneasy motion."

(12) "Then my heart's winging north as they never can fly,
Wherever I happen to be."

(13) "Time writes no wrinkle on thine azure brow;
Such as creation's dawn beheld, thou rollest now."

(14) "Branches they bare of that enchanted stem,
Laden with flower and fruit, whereof they gave
To each....."

(15) "Poor lad, he died at Florence, quite worn out,
Travelling to Naples."

(16) "How it went to pieces all at once,—
All at once and nothing first,—
Just as bubbles do when they burst."

GRADE V.

## COMPOSITION.

**1.** *Robinson Crusoe.*

I am monarch of all I survey,
My right there is none to dispute;
From the centre all round to the sea,
I am lord of the fowl and the brute.
O solitude! where are the charms
That sages have seen in thy face?
Better dwell in the midst of alarms,
Than reign in this horrible place.

(*a*) How many *thoughts* are there in this verse?

(*b*) Express each one in a sentence, using your own words.

(*c*) Tell which one you think the *most important* thought in the verse.

(*d*) Tell why the author put it in that place.

**2.** The following are only parts of sentences, some are naming parts, some are telling parts.

| | |
|---|---|
| An old man | found a dime |
| Two eggs | has three dolls |
| hurt his leg | a horse and cart |
| My pencil | can make candy |
| was on the table | thought so. |

(*a*) Write down all the naming parts and complete the sentence by adding telling parts or predicates.

(*b*) Write down all the telling parts and complete the sentence by adding naming parts or subjects.

**3.** (*a*) Words which have the same meaning are called synonyms. Give a synonym for each of the following words:

| | | |
|---|---|---|
| rage | fortunate | healthy |
| sad | large | protect |
| kindred | mellow | break |
| close | | |

(*b*) Tell what each of the following words means:

| | | |
|---|---|---|
| solicit | conical | cavalcade |
| flinch | troth | |

**4.** Write an interesting sentence about each of the following:

(*a*)

| | | |
|---|---|---|
| stars | thistle-down | a road |
| a brook | an apple | |

(*b*) Write sentences using the following words correctly:

| | | | | |
|---|---|---|---|---|
| give | him | went | never | can |
| this | was | them | shall | don't. |

**5.** Write a letter, one paragraph long, to a friend. In it tell your friend of some interesting thing that has happened to you this year. Be careful to make each of the sentences about the topic; be careful to make the form perfect.

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## GRADE VI

### COMPOSITION.

**1.** Choose for your topic any picture which you can see from where you sit. (Perhaps your teacher will pin one near you.)

(*a*) Write down eight thoughts about it.

(*b*) Choose a title for a paragraph about it.

(*c*) Cross out of your list the thoughts that do not belong to the title.

(*d*) Write down the remaining thoughts in the order in which you think they would make the best paragraph. (Do not write the paragraph.)

**2.** (*a*) Words which have opposite meanings are called antonyms. Give antonyms for each of the following words:

| | | | | |
|---|---|---|---|---|
| narrow | honour | strong | hope | truth |
| famous | encourage | joy | equal | peace. |

(*b*) Write the following sentences, correcting the mistake in each:

Please, Mother, can I go out to play.
John did his work good.
I will lay down for an hour.
I guess I will go. (Two mistakes here.)
She learns us French.

**3.** "I saw green banks of daffodil,
Slim poplars in the breeze,
Great tan-brown hares in gusty March
A-courting on the leas.
And Meadows, with their glittering
Streams, and silver-scurrying dace [a fish].
Home, what a perfect place.

(*a*) Read this pretty verse carefully.

(*b*) Make four columns: nouns, verbs, adjectives, phrases. Then put each noun, verb, adjective, or phrase in its proper column.

(*c*) Choose the one you think prettiest in each column, and underline it.

(*d*) Write four sentences of your own, using in each, one of the words you have underlined. Write long sentences with phrases and clauses in them. Make your sentences beautiful.

**4.** Write a letter to the Canadian Westinghouse Company, Windsor, Ontario, enclosing a post-office order for $15.00, and ordering a radio set.

**5.** (*a*) Write a verse of four lines beginning: The summer sun is sinking in the West;

*Or*

Fire-flies light their lamps of gold;

*Or*

Onward we glide o'er the rippling waves;

OR

(*b*) If you cannot write a verse, write an original story, five or six sentences in length, about one of the following:

| | |
|---|---|
| A sailor | An aviator |
| A princess | A nurse |
| A burglar | A dog. |

**6.** Write a paragraph of five or six sentences, giving information about any one of the following topics: (Be sure you use only the best ideas you have.)

How to be healthy.
The calf (or any other animal).
Banff.
Richard the Lion Heart.
Florence Nightingale.
Champlain.
How Canada Was Discovered.
A tractor.
Making a Cake.
Robinson Crusoe.
Horatius.
Taking Care of a Baby.
Making a Garden.

## COMPOSITION.

**1.** (*a*) Write down ten ideas about King Arthur. Choose the five which would make description of him and arrange them in best order.

(*b*) Write down ten ideas about "The Heart." Choose the four or five which explain how it works. Arrange them in the best order for explaining.

(*c*) Write the paragraph you have planned *either* about King Arthur *or* "The Heart."

**2.** (*a*) Write a sentence using each of the following words correctly:

| | | | |
|---|---|---|---|
| supplication | pulses | despicable | reassured |
| turban | diplomatist | reeking | turmoil. |

(*b*) Rewrite the following sentences, making them stronger by changing a word:

Julius Caesar was a nice man.
They rushed at the Germans like anything.
The conduct of the enemy was tiresome.
Napoleon was cross at losing the battle.
This house is pretty ugly.
The play was dreadfully sad.

(*c*) Write the nouns which correspond to the following adjectives:

| | | |
|---|---|---|
| intimate | resolute | equal |
| impetuous | noble | long |
| absurd | supreme | wide |
| cruel. | | |

**3.** Write a letter of one paragraph to a friend, telling him (or her) of something amusing which has happened. Be careful to write all the forms correctly.

**4.** Think of a fable: The Lion and the Mouse; The Frog and the Ox; The Boy Who Cried "Wolf!"; The Hare and the Tortoise; or any other fable which you know. Write it out as a little play in one scene.

**5.** Punctuate the following sentences:

Up for it still boy are ye Tom Fogus stopped and the mare stopped and they looked at me provokingly

Is she able to leap Sir there is good take-off on this side of the brook

Good tumble-off you mean my boy Well there can be small harm to thee I am akin to thy family and know the substance of their skulls

Let me get up said I waxing wroth for reasons I cannot tell you because they are too manifold Take off your saddle bag things I will try not to squeeze her ribs in unless she plays nonsense with me.

**6.** Choose for your three-paragraph Composition one of the following subjects:

The Story of the Revenge.
The Life of Abraham Lincoln.
Sir Walter Raleigh.
A Story of a United Empire Loyalist (Imaginary).
La Salle.
A Poor Boy who became great.
When Mother fainted.
How wheat is grown.
How to make butter.
A ghost story.
Why Aunt Jane bobbed her hair.
Canada's birthday party.
The girl with green hair.
Treasure Island.

GRADE VII.

## GRAMMAR.

**1.** Select *five* sentences from the following and state the kind of sentence:

(*a*) The king cried aloud to bring in the astrologers, the Chaldeans and the soothsayers.

(*b*) May our Dominion ever be
A temple to Thy praise.

(*c*) And when the rose begins to pout and all the chestnut spires are out.

(*d*) Is to-morrow Thursday?

(*e*) This precious stone set in the silver sea.

(*f*) The wise men, the astrologers, were unable to answer the question.

(*g*) Like the march of soundless music
Through the vision of the seer
More of feeling than of hearing
Of the heart than of the ear
She knew the droning pibroch.

**2.** Analyze any *five* of the following:

(*a*) So all night long upon the sandy shores
I heard the hollow murmur of the wave.

(*b*) At the distance of twelve hundred yards, the whole line of the enemy belched forth from thirty iron mouths a flood of smoke and flame.

(*c*) After two days he was again summoned before the teacher.

(*d*) Was he not a faithful animal?

(*e*) Go, sir, to your room.

(*f*) Why did no smile of welcome brighten upon his face?

**3.** State the part of speech of *each* of the words in italics:

(*a*) *Safely through another* week
God *has brought us on our way.*

(*b*) *What* is snow *for, if* not to be used?

(*c*) *Towered* cities *please* us *then*
And the busy *haunts* of men.

(*d*) Even Solomon *in all* his glory *was not arrayed* like *one of these.*

(*e*) *Greater* love hath *no* man than this.

(*f*) This car *is very comfortable.*

**4.** (*a*) Define the term "adverb."

(*b*) Write separate sentences containing the word *down* as a noun, as a preposition, as an adverb.

(*c*) Write separate sentences containing the words *on the shelf* as an adjective phrase and as an adverb phrase.

**5.** Give an example in a sentence of *each* of the following:

(*a*) Noun—subject of a verb.

(*b*) Adverb—used to tell manner.

(*c*) Noun—used to complete a verb (complement).

(*d*) Adjective—used to describe a pronoun.

(*e*) Pronoun—used to complete a verb (complement).

(*f*) Plural noun—used as a possessive.

(*g*) Pronoun—used as the object of a preposition.

**6.** (*a*) Explain the difference in meaning between:
The man walked into the house.
The man walked in the house.

(*b*) The following pairs of words are frequently used incorrectly. Use *each* correctly in separate sentences and state the grammatical part of speech:

without—unless; like—as.

(*c*) Choose the correct form in *each* sentence and state the reason for your choice:

(1) Drive (slow, slowly)

(2) Velvet feels (smooth, smoothly).

(3) Do your work (good, well).

## SPELLING.

NOTE:—Pupils should number the words as they are written. One mark should be deducted for each mis-spelled word.

**1.**

1. question
2. stretched
3. believed
4. fiercest
5. guided
6. lying
7. towards
8. judge
9. debtor
10. tight
11. level
12. figure
13. promise
14. vegetable
15. obey
16. permit
17. beautiful
18. birthday
19. choice
20. desert
21. foemen
22. forbid
23. idea
24. loose
25. eager
26. lovely
27. fashion
28. scale
29. address
30. healthy
31. eighteen
32. coffee
33. fright
34. knife
35. industry
36. perform
37. replied
38. prayer
39. weigh
40. product
41. yourselves
42. answers
43. daring
44. loaded
45. province
46. foolish
47. improve
48. saddle
49. victory
50. anxious

**2.** Write sentences using the words numbered 8, 20, 21, 25, 28, 29, 38, 39 and 40, in Question 1 above in such a way as to show their meaning.

**3.** Write sentences containing each of the following pairs of words, for example: officer, o'clock—An officer will arrive at seven o'clock.

(*a*) already, eagle.

(*b*) million, newspaper.

(*c*) gentleman, whom.

(*d*) judge, escape.

(*e*) different, usual.

**4.** Write from dictation the following paragraph from the Canadian Readers, Book V, page 16, beginning—"It was a large room.....with modesty."

## SPELLING.

NOTE:—Pupils should number the words as they are written. One mark should be deducted for each mis-spelled word.

**1.**

1. compass
2. familiar
3. examination
4. patience
5. separated
6. scissors
7. medicine
8. increasing
9. regular
10. addition
11. represent
12. accept
13. prefer
14. brief
15. effect
16. potato
17. except
18. quantity
19. capital
20. balance
21. preserves
22. seldom
23. assure
24. oblige
25. decide
26. memory
27. finally
28. diamond
29. attention
30. minute
31. hoarse
32. modern
33. instead
34. union
35. palace
36. cellar
37. journey
38. example
39. wounded
40. entire
41. feature
42. require
43. stripped
44. handsome
45. ignorance
46. domestic
47. partial
48. speech
49. chisel
50. giant.

**2.** Write sentences using the words numbered 2, 15, 17, 19, 21, 24, 27, 43, 45, and 47 in Question 1 above in such a way as to show their meaning.

**3.** Write sentences containing each of the following pairs of words, for example: traveller, accompany—A citizen and a tailor will accompany the traveller.

(*a*) knowledge, region.

(*b*) neglect, private.

(*c*) explain, perhaps.

(*d*) avenue, terrible.

(*e*) fault, serious.

**4.** Write from dictation the following paragraph from the Canadian Readers, Book V, page 315, beginning—"To the colony it proved.....for a day of vengeance."

## SPELLING.

NOTE:—Pupils should number the words as they are written. One mark should be deducted for each mis-spelled word.

**1.**

1. especial
2. recognize
3. occasional
4. necessary
5. success
6. shepherd
7. prophet
8. nonsense
9. foreign
10. perceive
11. exercise
12. disappear
13. benefit
14. ancient
15. frequented
16. theatre
17. remedy
18. imagine
19. carriage
20. accommodate
21. tobacco
22. governor
23. purchasing
24. introduce
25. supplies
26. scenery
27. inclusion
28. language
29. conqueror
30. whether
31. grieve
32. opportunity
33. election
34. chocolate
35. voyage
36. coupled
37. continue
38. wisdom
39. construction
40. treasurer
41. contents
42. respectful
43. admitted
44. average
45. interesting
46. injury
47. accidentally
48. century
49. future
50. anchor.

**2.** Use correctly in a sentence each of the following words: alleys, serials, cloths, profits, diaries, advise, threw, forth, past, disease.

**3.** Write sentences containing each of the following groups of words, e.g., impossible, select, smooth. It is impossible to select a smooth road at this time of year.

(*a*) frequent, colony, witnessed.

(*b*) surprise, salary, accomplish.

(*c*) message, captain, chosen.

(*d*) gradual, population, remedy.

(*e*) actually, invitation, disappear.

**4.** Write from dictation the following paragraph from "Introduction to Literature," page 185, beginning—"Columbus made signal.....the name of San Salvador."

## HISTORY AND CITIZENSHIP.

**1.** Write a description of the North American Indians, telling all you can about their appearance; their homes; their habits of life; their religion and superstitions; their amusements; their treatment of friends and foes.

OR

Write an account of the Fur Trade as carried on between the Indians and the Fur Companies, naming the important fur-bearing animals; the gathering of the furs; bringing the furs to the forts; trading of the furs for supplies; quarrels and disputes between the two great trading companies.

**2.** Who were the first white men to reach Hudson Bay by an overland route? Tell all you can about these men and their journeys of exploration.

OR

Tell the story of the events leading up to the founding of the Hudson Bay Company.

**3.** Tell the story of the discovery of the Mackenzie River.

OR

Give an account of the explorations of Pierre de la Verendrye and his sons.

**4.** (*a*) Give an account of the early history of any *one* of the following:

Indian Head; Calgary; Regina; Macleod; Medicine Hat; Prince Albert; Edmonton; Battleford.

(*b*) Tell how any *two* of these received their names.

**5.** Tell what you know about the trouble which the Government had with Louis Riel during the Red River Rebellion.

**6.** Tell in an interesting way all you can about the life and work of any *one* of the following:

Lord Selkirk; Rev. Geo. McDougall; Father Lacombe; Lord Strathcona.

**7.** (*a*) What is meant by obedience? Tell why it is necessary to have obedience in the home, in the school, and in the community in which we live.

(*b*) Show how lateness, poor attendance, idleness, and disorder interfere with the rights of other pupils, and with the work of the school.

**8.** What lessons can we learn from the story of any *one* of the following:

Jason; Arthur; Robin Hood.

**9.** In what ways can boys and girls repay their parents for all the care and attention which the parents have shown?

**10.** Write a short composition on *one* of the following topics: "How I would try to help others if I were very rich."

OR

"What I hope to be and do when I grow up."

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## GRADE VI.

### HISTORY AND CITIZENSHIP.

**1.** Write a note on the life and work of Alfred the Great, referring to:

(*a*) his early life;

(*b*) his struggles against the Danes;

(*c*) progress and reforms which he brought about.

OR

Tell how Cnut came to be King of all England, and show how the country benefitted under his rule.

**2.** Describe the Feudal System in England during the Norman period.

OR

Write a note on the Crusades, showing how they affected knowledge, trade, and freedom, in England.

**3.** Give an account of the life and work of *one* of the following: Stephen Langton; Simon de Montfort; Robert Bruce.

**4.** Write a note on Samuel de Champlain, referring particularly to his explorations of the interior of Canada.

OR

Give an account of Alexander Mackenzie's overland journey to the Pacific Ocean.

**5.** Write brief notes on any *three* of the following:

Joan of Arc; Wat Tyler; Caxton; Columbus; Magellan.

**6.** What is a community? Why do people choose to live together in communities? What are the advantages? Show how living in communities improves people, and show, also, how each member of the community can help to make the community better.

**7.** What is meant by Government? Describe the work done by the Government in protecting the health of the people, and show how each member of the community can assist the Government in doing this work.

**8.** Plan carefully and write a composition of about one page on the topic: "Why we have schools"

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## GRADE VII.

## HISTORY AND CITIZENSHIP.

**1.** (*a*) Describe briefly the system of land tenure introduced into England by William the Conqueror.

(*b*) Show how each of the following tended to break down this system:

(1) The growth of the towns;

(2) The Wars of the Roses.

**2.** Discuss the progress made during the reign of Henry VII, referring particularly to—

(*a*) his financial policy;

(*b*) the growth of trade and commerce;

(*c*) discoveries;

(*d*) the new learning.

OR

Write a note on the reign of Queen Elizabeth, referring to—

(*a*) The Spanish Armada;

(*b*) Improvement in living conditions among the people;

(*c*) Progress in Literature and Education.

**3.** Write careful notes on any *two* of the following:

The Pilgrim Fathers.
Ship Money.
The Quebec Act.
The Hudson's Bay Company.

**4.** Give an account of the outstanding events in the lives of any *three* of the following:

Clive; Wolfe; Montcalm; Sir Francis Drake; Talon; Sir Walter Raleigh.

**5.** State the causes of the American Revolutionary War.

OR

Write a note on the United Empire Loyalists.

**6.** (*a*) What is meant by the *extractive industries?* Name the extractive industries.

(*b*) What is meant by *conservation?* Discuss the importance of conservation in connection with any *two* of the extractive industries.

**7.** (*a*) Explain what is meant by barter.

(*b*) What are the advantages in the use of money in the exchange of goods?

(*c*) Mention some of the advantages of trading with the people of other countries.

**8.** What considerations should be kept in mind when making a choice of life work?

GRADE V.

## ARITHMETIC.

**1.** John Black, Edmonton, sold Edward White the following goods on June 10, 1926. Make out the bill.

$\frac{1}{2}$ case of apples at $3.50 per case.
20 lb. sugar at $9\frac{1}{2}$ cents per lb.
4 lb. butter at $.49 per lb.
15 lb. rhubarb at 3 lb. for 25c.
12 oz. bacon at 48c per lb.

If White gave a Ten Dollar bill in payment, what change did he receive?

**2.** A train makes stops totalling 115 minutes between 3.35 P.M. one day and 4.00 P.M. the next day.

How many hours is the train actually moving?

How far will it travel at the rate of 22 miles per hour?

**3.** Find the quotient and the remainder when the product of 978 and 569 is divided by 897.

**4.** A merchant sold 58 bags of potatoes each weighing 90 lb. at $1.50 per bu. How much did he receive?

**5.** In a dog-team race the teams had to travel the course on 3 days. The time of the winning team was as follows:

First day—3 hrs. 52 min. 39 sec.
Second " —4 hrs. 9 min. 25 sec.
Third " —4 hrs. 26 min. 20 sec.

(*a*) What was the winner's total time?

(*b*) How much longer did it take to travel the course on the third day than on the first day?

**6.** Three parcels weighing $1\frac{1}{2}$ lb., $2\frac{3}{8}$ lb and $4\frac{3}{4}$ lb. were taken out of a parcel weighing 10 lb. How many pounds were in the three parcels?

How many pounds were left in the original parcel?

**7.** Fill in the blanks:

24 oz.=.....lb.
$\frac{2}{3}$ ft.=.....in.
12 lb. wheat=.....bu.
$\frac{7}{8}$ yd. + $\frac{1}{4}$ yd.=.....yd.
$\frac{3}{4}$ ton — $\frac{1}{8}$ ton=.....ton.
$\frac{7}{8}$ bu. barley=.....lb.

**8.** If it requires 12 quarts of oats a day to feed a horse, how many weeks will $52\frac{1}{2}$ bu. feed 2 teams of horses?

**9.** A field 40 rd. wide extends right across a quarter section of land. The average yield of wheat from this field was 18 bu. per acre. What was the wheat worth at $1.28 per bu.?

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GRADE VI.

## ARITHMETIC.

**1.** What are the prime factors of 1890?
What is the H.C.F. of 65 and 91?
What is the L.C.M. 3, 4, 6, and 16?
Reduce to lowest terms—

$$\frac{70}{84};\quad \frac{108}{144};\quad \frac{45}{180};$$

**2.** A farmer plans to build a fence 3 wires high around a field 80 rd by 40 rd.

(*a*) If a spool of wire measures 80 rd. how many spools will be required?

(*b*) What will the wire cost at $\$4\frac{1}{4}$ per spool?

**3.** Make out a bill for the following goods. Supply names, place and date.

25 lb. new potatoes at $2.40 per bu.
1 lb. 10 oz. bacon at 48c a lb.
5 cans corn at 2 for 35c.
$15\frac{3}{4}$ lb. turkey at 32c per lb.
8 doz. oranges at 3 doz. for $1.00.

**4.** (*a*) How many tons of flour in 375 sacks each weighing $\frac{6}{25}$ cwt.?

(*b*) A team of boys ran 1 mile 880 yd. What fraction of a mile did each boy run?

**5.** If a wagon-box measures 8 ft. by $2\frac{1}{4}$ ft. by $1\frac{3}{4}$ ft. how many loads of earth must be hauled away in digging a cellar 21 ft. by 18 ft. by 9 ft.?

**6.** Lengths of board measuring $5\frac{1}{2}$ ft., $4\frac{1}{4}$ ft. and $3\ \frac{11}{12}$ ft. were cut from a board measuring $18\frac{1}{6}$ ft. What length of board was left?

**7.** If $12\frac{3}{4}$ tons of coal cost $\$76\frac{1}{2}$, what will $8\frac{1}{2}$ tons cost?

**8.** A man sold $1\frac{1}{4}$ sections of land at the rate of $1500 for 160 acres. How much did he receive altogether?

**9.** A train has to travel 240 miles. After it has travelled 150 miles, what fraction of the journey remains?

**10.** Find $33\frac{1}{3}\%$ of \$724.
Find 75% of \$328.64.
\$3 is what per cent. of \$24?
16 yards 2 ft. is what per cent. of 100 yards?

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## GRADE VII.

### ARITHMETIC.

**1.** (*a*) Divide the sum of 96.375, .225, and 13.5 by 11.01.
(*b*) Multiply the difference between .0027 and .01 by 405.

**2.** Express as decimal fractions: 8%; 40%; $1\frac{1}{2}\%$.
Express as percentages: \$5 of \$40; \$70 of \$420; and \$18 of \$300.
Express the following as decimal fractions—

$$\frac{17}{20} \quad \frac{3}{40} \quad \frac{16}{25}$$

**3.** Find the cost of building a stone wall $\frac{1}{6}$ mile long, 4 yd. high and $3\frac{1}{2}$ ft. thick, at 45c a cu. yd.

**4.** Find to the nearest cent the total of:
3660 lb. coal at \$8.75 a ton.
2750 shingles at $\$0.47\frac{1}{2}$ per 100.

**5.** A man borrowed \$175 on Jan. 16, 1926, at 7% per annum How much interest did he owe on June 11, 1926?

**6.** Find the cost of siding a barn 66 ft. long, 56 ft. wide, the posts being 20 ft. high at \$24.75 per M. feet, board measure. (No allowance to be made for doors or wastage.)

**7.** A cistern 9 ft. long, 8 ft. 4 in. wide and 7 ft. 6 in. deep is to be lined with lead sheeting.
(*a*) How many sq. ft. of sheeting will be required if the cistern has a cover?
(*b*) What is the total weight of the sheeting if 1 sq. yd. weighs 45 lb.?
(*c*) What will the sheeting cost at \$7.20 per cwt.?

**8.** A merchant bought 120 boxes of apples at \$2.50 per box. He sold 60% of the apples at a profit of 30%; 30% of the apples at a profit of 15%, and the remainder of the apples spoiled. How much did he gain or lose on the transaction?

**9.** How many square miles will be represented on a map $13\frac{1}{2}$ in. long and 8 in. wide if $\frac{1}{4}$ in. represents 2 miles?

GRADE V.

## ELEMENTARY SCIENCE.

Make each answer a complete sentence.

**1.** (*a*) Name *two* foods that are useful for producing heat in our bodies.

(*b*) Name *two* uses of saliva.

**2.** (*a*) Why should one rest for a time after eating?

(*b*) Describe the harm done to growing children by smoking cigarettes.

(*c*) Show two ways in which the use of alcohol is harmful to the body.

**3.** Draw a map of Alberta, and on it show:

The Saskatchewan River and its branches;
The names of the boundaries of the province;
Calgary, Medicine Hat, Edmonton, Lethbridge;
Two coal mining centres and two Indian Reserves.

**4.** (*a*) Describe a trip by railroad from your nearest station to one of the cities or large towns of Alberta.

(*b*) Name *three* of its industries.

(*c*) Tell *five* facts about *one* of these industries.

**5.** Where in Alberta are the following areas located: the tar sands, the irrigated areas, the gas fields, the important summer resorts?

**6.** (*a*) Name *two* water-living plants *or* two dry land plants.

(*b*) What color is the flower of *each* plant just named?

(*c*) Make a sketch of the leaf of *each* plant named.

**7.** Name a wild mammal you know.

(*a*) Where does it live?

(*b*) What does it eat?

(*c*) How does it protect itself against its enemies?

**8.** Select an insect you know.

(*a*) How many wings has it?

(*b*) Describe its colors.

(*c*) What does it eat?

(*d*) Describe the appearance of its young ones.

**9.** (*a*) In what zone are we living?

(*b*) Why is it so named?

(*c*) Name *two* plants and *two* animals found in the torrid or tropical zone.

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GRADE VI.

## ELEMENTARY SCIENCE.

**1.** Draw a map of Canada and mark on it:

(*a*) The regions important for fish, lumber, coal, wheat, fruit.

(*b*) The natural subdivisions.

(*c*) The Provinces and Capitals.

**2.** (*a*) Name *six* products of the United States brought into Canada for trade.

(*b*) Give *two* reasons for the importance of the Panama Canal to Canada.

**3.** Describe the province of Nova Scotia or British Columbia using these topics: comparative size, surface and drainage, industries, ports.

OR

Locate the following Cities and account for the importance of each: Montreal, Toronto, New York, San Francisco, Vera Cruz, New Orleans, Vancouver.

**4.** (*a*) Why do the rays from the sun produce but little warmth during the winter?

(*b*) Why do we see but one side of the moon?

**5.** Show how three of the following are specially fitted for their modes of life: the skunk, the grasshopper, the snipe, the toad, the jackfish.

**6.** (*a*) Make a sketch of the flower of any plant, naming the parts.

(*b*) Of what use to the plant are (1) the petals, (2) the pollen?

**7.** (*a*) Describe an experiment to show that water is present in the air.

(*b*) Using an experiment, show that air occupies space.

(*c*) By means of an experiment, show that air has weight.

OR

(*a*) By an experiment show that humus is present in ordinary soils.

(*b*) Name *three* reasons for cultivating soils.

**8.** (*a*) Name *five* different ways water is used by mankind.

(*b*) Describe *two* ways in which plants protect themselves during winter. Give examples of plants using these ways.

**9.** (*a*) Describe an experiment that shows the effects of carbonic acid gas on combustion.

(*b*) How would you show by experiment that it is given off during respiration?

(*c*) Describe the effects of alcohol on (1) the blood vessels, (2) the lungs of growing children.

GRADE VII.

## GEOGRAPHY, AGRICULTURE AND HYGIENE.

**1.** (*a*) Make a sketch map of Africa. Mark on it:
(1) the great highland areas.
(2) the river systems.
(3) the equator and tropics.

(*b*) On this map represent the areas producing cotton, wheat, palm oil, ivory, gold, diamonds, wool.

**2.** (*a*) Name *five* great inland reservoirs of water in Eurasia.

(*b*) What is the importance of each of these reservoirs to the people of the locality?

**3.** Write an account of Japan under the headings:
(1) Variations in climate.
(2) Agricultural possibilities.
(3) Chief industries.
(4) Important exports and imports.

**4.** (*a*) What products are produced in South America that compete in the markets of the world with the products from Alberta?

(*b*) Account for the slow development of the Amazon basin.

**5.** (*a*) Name some of the injurious effects caused by the use of alcohol.

(*b*) Why is cigarette smoking specially harmful to young people?

**6.** (*a*) What is the function of the kidneys?

(*b*) Explain:
(1) the use of the sweat glands.
(2) the functioning of the sense of taste.

**7.** (*a*) Name *three* centres in North America important for potato-growing.

(*b*) What natural advantages for potato-growing has Central Alberta?

(*c*) Name *two* products manufactured from the potato.

OR

(*a*) What is a legume?
(*b*) Name some leguminous crops grown in Alberta.
(*c*) Give the reasons for growing these crops.

**8.** Describe corn or wheat under the following headings:

(*a*) Uses.

(*b*) Method of cultivating the soil.

(*c*) Areas in North America suitable for its production.

**9.** Discuss the care of a calf or a pig during its first year, under the headings:

(*a*) Food and feeding.

(*b*) Shelter and care.

GRADE V.

## ART.

Answer any *three* questions only. Teachers should have available for the use of the class a copy of "Woman Churning" (Millet).

**1.** (*a*) What is this woman doing?

(*b*) Describe the churn and tell what is at the end of the rod inside the churn.

(*c*) Does the work require much strength? Is the woman strong enough for her task? How can you tell?

(*d*) Look at the different things in the room, and at the woman's dress. Now tell which country you think this woman lived in.

(*e*) Look at the woman's face. The look on the face we call the "expression." From the expression on her face can you say what sort of woman she is and what she thinks of the work she has to do? Does the way the cat is behaving help you to answer this question?

(*f*) Which part of the picture do you like best? Say why, if you can.

(*g*) Write down the name of the artist.

OR

Turn to page 60 of Book V of the New Canadian Reader. Look carefully at this picture of "The Boyhood of Raleigh" and answer these questions:

(*a*) Briefly describe what you see in the picture.

(*b*) What trade or profession does the man in the picture follow? (What work does he do?) What is he doing in this picture? On what is he sitting?

(*c*) Which of the two boys do you think is Raleigh? Why do you think so?

(*d*) The faces of the two boys show that they are listening in different ways to the story. Can you tell how?

(*e*) How can you tell it is not a picture of our own times?

(*f*) Why has the artist shown us part of a toy ship in the left front corner?

(*g*) At which part of the picture does the artist wish us to look most? Why do you think so?

(*h*) Say whether you like this picture or not and tell why.

**2.** (*a*) Draw on your paper, with the ruler, a rectangle 6 ins. x 4 ins. Have the long side turned toward you and imagine that this rectangle is a wall of a bedroom. In this wall leave openings for a door and a window (but do not draw them, as you will not have time). Now place a picture rail and a baseboard in just where you think they would look best. Try to make a nice space arrangement in this exercise.

(*b*) Using water-colors or crayons put a flat tone of color on the wall, a rather lighter tone of the same color above the picture-rail and a darker tone for the baseboard. Each of these three tones should be of a color softened or greyed down sufficiently so that it is not too strong or intense (bright).

(*c*) Explain how you greyed your colors.

(*d*) If you wished window hangings of the color complementary to the color on your walls, what color would you require? Mix and paint a small patch of this color below the drawing of the wall of the room.

**3.** Make a careful pencil drawing of the object (or copy) before you, or of either a bird or animal you have drawn or studied during the year. Try to make your drawing as much like the object (or copy) as possible. When the shape is as correct as you can make it, show how you would shade the drawing to suggest fur or feathers. Do not try to shade all the drawing. Do part, and do it very carefully. Now put a neat margin around your drawing.

**4.** Draw a rectangle 3 ins. x 2ins. using a ruler. Mark this off in half-inch squares. This is to represent the top of a box. Now use the capital letter "Z" (the printed capital) to make an all-over pattern, showing a full-drop repeat, within the rectangle. It is not necessary to complete the whole pattern. Do enough to show what it looks like and do it neatly. Use a pencil or crayon.

NOTE FOR TEACHER:

(*a*) Point out that three questions only are to be attempted and explain the option on Question 1.

(b) Allow 20 marks for each of the three questions answered, making a possible of 60 on the written test.

(*c*) Assess a mark on the booklet made during the year, allowing a possible 30 marks.

(*d*) Assess a mark on either the lampshade or the box made during the year, allowing a possible 10.

(*e*) For Question 3 procure, if possible, a stuffed model (animal or bird) or else a good picture or pictures, it not being necessary that all draw the same object.

## ART.

Answer any *three* questions only.

Teachers should have available for the use of the class a copy or copies of "The Angelus" (Millet).

**1.** (*a*) Briefly describe what you see in the picture.

(*b*) What is the time of year and the time of day? How can you tell?

(*c*) What in the picture suggests the country in which these people lived? Name it.

(*d*) What is the Angelus? Do you think it a good custom? Why?

(*e*) A picture is often beautiful not because beautiful people or scenes are shown, but partly because of the fine thoughts it brings to us. The artist makes us think here of some of the most valuable things in life. They are Reverence (Worship), Love and Labor. Explain if you can how he has done this.

(*f*) Man depends much upon tools in his labor, and upon transportation to get the food he has grown to those who need it. How has the artist drawn our attention to the importance of tools and transportation to man?

(*g*) How does the artist suggest that rest will come after labor? Who was the artist?

OR

Turn to page 376 of the New Canadian Reader, Book V. Read the story of the "Burning of Moscow" if you have not done so.

(*a*) Briefly describe what you see in the picture.

(*b*) Tell what means the artist has taken to make Napoleon the most important (dominant) figure in the picture.

(*c*) As we look at the picture the eye keeps coming back to Napoleon. Why is this? (In answering this part try to see how the artist points to Napoleon from different parts of the picture.)

(*d*) How would these soldiers feel as they left the great city and started to cross the barren snow-covered plains? Has the artist made them look as you would expect them to be feeling?

(*e*) How has the artist made his picture convey this feeling to us who look on as these men march past?

(*f*) Do you like a picture of this kind? Give a reason for your answer.

**2.** Draw the group of objects placed in front of you. Give careful attention to the placing of the drawing on the paper, and do not make it too small. Try to get the objects in right proportion. When the group is carefully drawn shade a part of your sketch to show the light and shade Frame your drawing with a neat margin.

**3.** Plan a border design with accented (heavier) corners for a box-top, making the border about one inch wide on your paper. Use for your motif or unit or repeat any *one* of the capital letters—M, W, X or A. The letter chosen should be used also to make the accented corner, which should harmonize with the rest of the border. You need draw only *one* corner (accented) and part of the border running out from this at right angles. This will show how your border would look if completed.

**4.** (*a*) What is the difference between a complementary color scheme and an analogous color scheme?

(*b*) Draw three small rectangles, each one inch long by half an inch wide, and paint in these three analogous colors which might be suitable as a color scheme for the box top and border (Question 3).

(*c*) How did you soften or grey down these colors? Mention another way of doing this.

NOTE FOR TEACHER:

(*a*) Point out that three questions only are to be attempted and explain the option on Question 1.

(*b*) Allow 20 marks for each of the three questions answered, making a possible of 60 on the written test.

(*c*) Assess a mark on the booklet made during the year allowing a possible 30 marks.

(*d*) Assess a mark on either the lampshade or the box made during the year, allowing a possible 10.

(*e*) For Question 2 obtain a box or a good-sized book and a cylindrical jar or vase. (A round Quaker Oats container would be satisfactory.) Place these objects at about the level of a seat of a chair or slightly higher and between two rows of desks and at the front. If more than two rows are writing, additional groups should be provided.

## ART.

Answer *three* questions only.

The teacher should have available for the use of the class a copy or copies of "Christ and the Doctors" (Hoffman).

**1.** (*a*) Tell briefly what is happening.

(*b*) Why are these men called doctors?

(*c*) Which man seems most pleased with the answers Jesus is making?

(*d*) Which man is asking Jesus a question at the moment? Why do you think so?

(*e*) Which of the doctors looks rather surprised at the answer made?

(*f*) How are the figure and head of Jesus made to dominate the picture, though his is the smallest figure of all? Why do our eyes keep returning to his face?

(*g*) Christ was "The Light of the World." Do you see any way in which the artist has tried to suggest this to us?

(*h*) What is there in the picture which suggests a temple or a church interior?

**2.** Make a careful drawing of the specimen before you, giving attention to the placing of your drawing upon the paper. When carefully drawn finish your sketch, or part of it, in pencil values. Re-draw to one side one of the leaves or flower forms and finish this in accented outline. Frame your drawing with a neat margin.

**3.** (*a*) Using finders, select from the drawing in Question 2 a composition (a part of the sketch which makes a pleasing pattern) to show good spacing. This composition should have a dominant element or part (a part which seems most important, largest or most interesting) and subordinate parts.

(*b*) Draw a rectangle of the same size as the space within the finders, and inside this draw, in outline, the composition selected. (This is really copying the part marked off by your finders.)

(*c*) Color this pattern in an analogous color scheme. Grey down or soften your colors.

(*d*) Say how you greyed the colors.

OR

(*a*) Illustrating by means of small rectangular spaces, show what you understand an all-over pattern of each of the following kinds to be:

A straight repeat.

A full-drop repeat (drop repeat).

(*b*) Using any *one* of the small letters *f, m, r,* or *t,* make a pattern within a similar rectangular space. You may use the letter symmetrically, that is, facing both ways, or you may invert one of them. The shapes may be changed somewhat to fit better into the rectangle. (This gives a design unit.)

(*c*) Now make part of an all-over pattern of the drop-repeat type, using the design unit made above. Repeating the unit in three rectangles would be sufficient.

(*d*) Suggest a good color scheme for your design. Do not color it.

**4.** Draw a rectangle 6 ins. x 1 ins., and within this letter the words "Purity Flour." Use capital letters of the poster type, and give careful attention to the spacing of letters and words. You need finish carefully two or three letters only. Use brush and water-color or ink for finishing letters.

NOTE FOR TEACHER:

(*a*) For Question 2 see that the individual pupils are provided with suitable plant specimens from which to make their drawings. The specimen may be a flower with stem and leaves or a twig with leaf forms.

(*b*) Call attention to the option provided in Question 3.

Finders are made of two L-shaped pieces of paper or light cardboard, which can be made into a frame small or large.